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ABSTRACT

For each area mentioned, this booklet has a brief description of the desired condition, the present condition, and the recommended legislation. The areas considered include bilingual education, crime prevention, drug education, financing of regional education service centers, and textbook adoption. (Author/IRT)

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Texas Education Agency

201 East Eleventh Street
Austin, Texas
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- STATE BOARD OF EDUCATION
- STATE COMMISSIONER OF EDUCATION
- STATE DEPARTMENT OF EDUCATION

November, 1974

TO THE HONORABLE GOVERNOR OF TEXAS AND
MEMBERS OF THE SIXTY-FOURTH LEGISLATURE:

The following suggestions concerning public education in Texas are respectfully submitted for your consideration. These recommendations are a supplementary part of the Forty-eighth Biennial Report of the Texas Education Agency. They are authorized in Section 11.52(n), Texas Education Code.

These recommendations point to the various aspects of the public educational program that we feel need legislative attention. We have deemed these program aspects to be within the policy-making jurisdiction that you have assigned to us.

For each subject this booklet has a brief description of the desired condition, the present condition, and recommended legislation. The Board, the Commissioner of Education, and the staff of the State Department of Education will be glad to provide further information and counsel on any of these matters to the Governor or to any member of the Sixty-fourth Legislature.

Respectfully yours,

Ben R. Howell

Ben R. Howell, Chairman
State Board of Education

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BILINGUAL EDUCATION

DESIRED CONDITION

Inasmuch as kindergarten is now a part of the system of free public school education, it is desired that this level be included in the required bilingual education program sequence. This in turn would require staff development for kindergarten teachers and teacher aides assigned to the required state bilingual education program. Furthermore, this will require the employment of additional staff at the Texas Education Agency to administer and further the bilingual education effort on a statewide basis. Additionally, the involvement of education service centers in providing direct assistance to school districts for the implementation of bilingual education programs is desired.

PRESENT CONDITION

Currently, bilingual education legislation mandates bilingual education programs beginning at the first grade in school districts having 20 or more children of limited English-speaking ability.

Figures show that 1873 professionals and 933 paraprofessionals required training for the initial year (1974-75) of the program. These figures will increase by approximately the same number with each succeeding year of the program.

Current state funding for bilingual education program administration constitutes approximately one-half of the Texas Education Agency budget required to carry out implementation of bilingual education legislation.

Only two of the 17 education service centers affected by the statewide bilingual education program have instructional consultants with knowledge and expertise in bilingual education assigned to assist local education agencies in the implementation of bilingual education programs.

RECOMMENDATION

It is recommended that existing statutory provisions be amended to include the kindergarten level in the bilingual education sequence. Furthermore, it is recommended that increased and continued financial support be provided for state bilingual education programs including Texas Education Agency program administration, additional funds for training kindergarten professional and paraprofessional personnel and increased funds to employ bilingual instructional personnel in the education service centers to promote bilingual-multicultural education.

CRIME PREVENTION AND DRUG EDUCATION

DESIRED CONDITION

The average daily attendance in Texas public schools during the 1972-73 school year was approximately 2,497,613 students. Of this number, the crime prevention and drug education program reached approximately 1,548,817 students by legislative requirement. These students were enrolled in grades 5-12. It is desired that all students in grades K through 12 be involved in a well planned sequential program designed to combat juvenile crime and drug abuse. This would include an additional 948,796 students in grades K-4.

Because of the complexity of the motives which underlie acts of juvenile crime and drug abuse, it is of the utmost importance that teachers develop a better understanding of student needs. This can be accomplished, in part, through the development of a better understanding of human growth and development and the acquisition of appropriate teaching materials; however, the initial emphasis must be on improved communication skills. Only after an effective communication system has been established between teacher and student can the skills of decision-making, values clarification, and interpersonal relations be developed in students. These skills complement all of the Goals for Public School Education in Texas; however, they are especially related to those dealing with citizenship, physical and environmental health, personal and social relations, and use of leisure time. In order to achieve the desired condition, it will be necessary to provide improved and extended preservice and inservice teacher training programs in affective education.

PRESENT CONDITION

The Sixty-third Texas Legislature appropriated special funds for the support of the crime prevention and drug education program. This appropriation did not provide funds for the local school district to utilize in the acquisition of materials nor inservice training for teachers and other staff members. Twenty regional education service center crime prevention and drug education coordinators, one assigned to each region, share the responsibility

for assisting 1147 school districts with the development of their crime prevention and drug education program. This is not an adequate number of consultants to provide the quality of assistance to local school districts necessary to achieve the goals set forth by the program.

RECOMMENDATION

It is recommended that continued and increased financial support be provided for crime prevention and drug education to include state administration, expanded consultative services to school districts through additional crime prevention and drug education coordinators employed by the twenty regional education service centers, adequate funds to enable school districts to allow teachers released time for inservice training and the acquisition of appropriate teaching materials, and expansion of the crime prevention and drug education program to include kindergarten through twelfth grade. This expansion will provide for sequential development by initiating elementary concepts and skills at grade K to increase in depth and scope through grade 12.

FINANCING OF REGIONAL EDUCATION SERVICE CENTERS

DESIRED CONDITION

It is desirable that regional education service centers maintain an undiminished ability to provide high quality services to local school students and educators, coordinate regional educational planning and assist with implementation of statewide programs.

PRESENT CONDITION

Regional education service centers were established in 1967 under provisions of Section 11.33 of the Texas Education Code. Service centers proved their worth by providing local schools a wide variety of services which are higher in quality and lower in cost than individual school districts could provide separately. Service centers also assist with rapid and economical implementation of new statewide programs that have been mandated by the legislature and/or developed by the Texas Education Agency. Grants to each center under Title III of the Elementary and Secondary Education Act (ESEA) provided the initial support for (1) basic administrative costs, (2) employment of a core staff and (3) high priority services which could not be supported under other funding sources. The statewide total for these grants was equal to $2 per student in average daily attendance (ADA) in 1967. In 1971 the legislature recognized the proven value of the service centers and acted to avert a financial crisis threatened by the imminent loss of federal funding. An amendment to Section 11.33 provided for continuation of the basic administrative support of service centers with State funds--at the same level of $2 per student.

Due to inflation, costs of providing services have risen drastically since 1967, but the level of support has remained the same. The service centers are now faced with the choice between cutting back on the amount of services provided to schools, lowering the quality of services by hiring less expensive and less qualified staff, or both.

RECOMMENDATION

It is recommended that Section 11.33 of the Texas Education Code be amended to increase basic service center support to an amount equal to $3 per student in ADA.

PROVIDING FINANCIAL SUPPORT FOR DRIVER EDUCATION

DESIRED CONDITION

Financial support is needed to ensure the development of comprehensive and effective driver education programs in the Texas public schools. Legislation to provide support should be designed to meet the special needs of the driver education program in respect to the following:

- A formula for allocation of funds for instructional personnel, and supervisory personnel, based on a student-teacher ratio specific to the type of program operated.
- Allocation for operating cost.
- Allocation for Texas Education Agency administration cost.
- Authorization for financial support of driver education teaching assistants according to need and as approved by the Commissioner of Education.
- Authorization to provide financial support on a 12-month basis.
- Authorization for schools to receive financial support when operating a cooperative program among districts or when contracting with an education service center.
- Authorization to provide financial support for programs conducted in special schools.
- Provisions for financial support for the purchase and maintenance of driving simulators by school districts and education service centers.

PRESENT CONDITION

The driver education program to date has been able to make only a limited contribution to traffic safety because of the lack of financial support. Present funding for driver education is supported by federal funds under the National

Highway Safety Act and by state funds from the Texas Traffic Safety Fund.

The State Board of Education, recognizing the urgency of the development of driver education and of its contributing a maximum benefit to the state's traffic safety program, has recommended legislation to both the Sixty-second and the Sixty-third Legislatures.

The present rate of support for driver education is $16.85 per student, provided to districts through a reimbursement plan. Although this support has been instrumental in promoting program growth from 70,200 students in 1967-68 to 146,655 students in 1972-73, the $16.85 per student is approximately one fourth of the actual cost, and it is doubtful that funding at this level would make it possible to reach the 210,000 or more newly eligible students each year. In addition, funding at this level permits development of only minimum programs. Even with the present state and federal support, in the majority of the districts it is necessary for students to pay a laboratory fee, often as much as $45, thus preventing participation by many students--usually those from lower socioeconomic levels.

In addition to being inadequate for support, funds derived from present sources are not assured except on a yearly basis, and federal funds for instruction are scheduled to be discontinued beginning in 1976.

RECOMMENDATION

It is recommended that legislation be enacted to provide funds from the General Appropriations Bill for support of the driver education program through the Texas Education Agency, with provisions to meet the special needs of the program.

UPDATING THE TEXTBOOK ADOPTION LAW (CHAPTER 12 OF THE TEXAS EDUCATION CODE)

DESIRED CONDITION

The State textbook adoption law, Chapter 12, of the Texas Education Code should be expanded and modified to allow state adoption of a variety of instructional materials which will most profit student learning. All Texas public school students should have free access to quality instructional materials.

Because of the availability, use, and desirability of a variety of instructional materials for modern curricula the provision of free textbooks alone to students is becoming more unequal and less desirable each year. It is now timely to recognize the importance of all types of instructional materials in the education of all students.

PRESENT CONDITION

Section 12.01 of the Texas Education Code (Texas Constitution, Article 7, Section 3) provides for free textbooks for children in Texas public schools. This amendment was adopted in 1918. Since that time a great variety of other instructional materials have become available. These have been demonstrated to effectively improve learning in all types of students when properly integrated and used as instructional tools equal to textbooks. Since these materials constitute major components of teaching units the present textbook law does not provide free for all students, the availability of many very good resources is denied to many students. In fact, within the law it is technically illegal for schools to use other textbooks in lieu of the free state-adopted textbook.

In addition, the present laws have been modified by rulings of the Attorney General: Opinion 0-2400, July 1940, Opinion V-407, October 1947, Opinion V-465, December 1947; and by the Fifty-ninth Legislature (Section 12.03(c), Texas Education Code) concerning free textbooks to the blind and visually handicapped, the Sixty-second Legislature (Section 12.04(b), Texas Education Code) concerning textbooks for children in kindergarten classes, and the Sixty-third Legislature concerning materials for bilingual education.

Such recent modifications have expanded and updated the provisions for instructional materials for special populations of students but not for the majority. They are at variance with the continued provision of only textbooks for general educational programs while allowing special kinds of programs a variety of instructional materials.

RECOMMENDATION

It is recommended that Chapter 12 of the Texas Education Code be modified to create an adoption system which is consistent in its provision of free instructional resources to all students and which retains the provisions for funding from the Available School Fund at the level deemed appropriate by the State Board of Education, but authorize specific discretionary responsibility to the State Board of Education within the adoption process. The adoption system should retain the adoption process as a fundamental approach, maintain the integrity and fairness of the selection processes and ensure that flexibility is achieved in the policy and administrative aspects of the program.

PROVISION OF AN OPTION FOR PURCHASING SCHOOL BUSES LOCALLY

DESIRED CONDITION

In accordance with the State Board of Education's Goals for Public School Education in Texas, Section II, paragraph D, which says, "The educational system should be organized and conducted so as to achieve maximum cost-benefit results from efficiencies in process and economies of scale within size limitations which will make units of the system responsive and accountable to parents and citizens," it is desired that school districts be able to purchase all needed items at the lowest cost, and with the most timeliness and convenience.

PRESENT CONDITION

Section 21.161 of the Texas Education Code states that "All motor vehicles used for transporting school children (including buses, bus chassis, and bus bodies, tires and tubes but excluding passenger cars) purchased by or for any school district participating in the Foundation School Program, shall be purchased by and through the State Board of Control." This requirement which causes delays in delivery, and does not necessarily ensure purchase at lowest cost can only be waived in an emergency and inherently causes school districts economic and operational inconveniences. Furthermore, the Board of Control is required to purchase transportation equipment from the lowest bidder without regard to the bidder's geographical proximity to the purchaser. When the school district is not in the same area as the firm from which the equipment was purchased, additional costs and time delays are incurred for warranty work and normal maintenance.

RECOMMENDATION

It is recommended that Section 21.161 of the Texas Education Code be amended to give school districts the option of either purchasing motor vehicles locally or through the Board of Control, whichever is of greater advantage to them, as long as locally purchased buses meet the specifications delineated in Texas Specification No. 070-15-1 entitled State of Texas School Bus Body and Chassis Specification.

INCREASING THE CEILING ON PURCHASES BY LOCAL SCHOOL DISTRICTS WHICH MAY BE MADE WITHOUT BIDS

DESIRED CONDITION

The State Board of Education's Goals for Public School Education in Texas require that the public schools should be accountable for operating efficiently. It is desired that districts be able to carry out business transactions equitably and at the lowest cost consistent with efficiency and timeliness.

PRESENT CONDITION

Section 21.901 of the Texas Education Code requires that bids be opened on all items which cost more than $1000. Since enactment of this statute in 1963, the consumer price index (Bureau of Labor Statistics) has increased by 45.1%; a rate of increase that is being further accelerated by the current economic conditions. The resultant rise in prices is responsible for an increase in the number of items requiring competitive bidding. Since the average cost of a bid opening has risen from $.90 in 1970 to $213 in 1973, the increasing number of bid openings produces a noticeable increase in expenditures. The present law has the greatest detrimental impact upon the larger suburban and urban school districts which average over 50 bid openings involving more than 1800 man hours per district per year. In addition, the statute does not contain an "emergency clause" which would allow school districts to purchase items without competitive bidding in the event of emergencies such as utility failures, acts of God, fires, explosions, vandalism, etc., which could result in an undue delay in restoring school facilities and/or equipment. The recent shortages of fuel and paper have served to broaden the meaning of and to emphasize the need for such an "emergency clause." Because of the scarcity of fuels and paper, school districts now find themselves uselessly expending efforts in a bidding process that finds few or no bidders. These conditions clearly indicate that the present bid constraints of Section 21.901 prohibit school districts from quickly and effectively negotiating for such supplies as needed not only for efficient operation, but for any level of operation at all.

RECOMMENDATION

It is recommended that Section 21.901 of the Texas Education Code be amended to give school districts the option of purchasing items costing less than $5,000 without seeking competitive bids. The addition of an "emergency clause" allowing school districts to purchase items without competitive bidding in the event of unforeseen calamities is also recommended.

ABOLISH THE FIVE-YEAR SCHOLASTIC CENSUS REQUIREMENT

DESIRED CONDITION

The removal of the legislative requirement for a five-year scholastic census would save scarce resources which school districts have been using to satisfy the requirement.

PRESENT CONDITION

Every five years school districts are required to conduct a scholastic census. This function was last performed in January 1970, and is scheduled again for January 1975. The requirement is intended to serve local school districts, with summary data coming to the Texas Education Agency. Data collected is of little or no value at the local level. Other data could replace it at the state level. Resources spent in conducting the census are not justified by the value of the data.

RECOMMENDATION

It is recommended that legislation be enacted to abolish the five-year scholastic census requirement, effective immediately to eliminate the necessity for a 1975 census.

PROVISION OF PROTECTION TO TEACHERS FROM ABUSE BY STUDENTS

DESIRED CONDITION

In the spirit of the State Board of Education's Goals for Public School Education in Texas, Section II, Organizational Efficiency, paragraph C, "The personnel program of recognition and rewards should be designed to attract and retain highly competent people," it is desired that public school teachers and other school personnel be able to carry out their duties and responsibilities in an environment that is free from violence or the threat of violence.

PRESENT CONDITION

In recent years the number of incidents of students threatening and/or attacking school employees has increased to such an extent that teachers in many schools are reluctant to enter school buildings alone; are reluctant to stay after hours for planning, grading papers, or attending conferences; fear monitoring hallways, restrooms, entrances or exits to buildings; are reluctant to discipline students; and in general, are fearful of carrying out many of their duties and responsibilities.

RECOMMENDATION

It is recommended that the existing Penal Code be amended so that any threat or act of violence by any person against school personnel carrying out their assigned duties be made an unlawful act. It is further recommended that the penalties for any acts of violence committed against any school personnel carrying out authorized duties be at least those of a Class B misdemeanor.

CHANGES IN DISTRICTS AND ELECTION OF MEMBERS OF STATE BOARD OF EDUCATION

DESIRED CONDITION

Policy-making leadership for public education in Texas should be provided in a continuous and orderly fashion. Members of the State Board of Education, once elected, should have an opportunity to complete their terms of office without sudden and abrupt requirements for new elections based on the creation of new congressional district boundary lines. State Board educational districts should be established and maintained consistent with existing congressional district boundaries.

PRESENT CONDITION

Presently, members of the State Board of Education are elected from congressional districts established by law. These districts have been redrawn by the legislature and challenged by the courts. As a result of these changes in districts, 14 new Board members assumed their offices in January 1973. Again this year, all members will have to run for their positions, or no longer serve, since the congressional district boundary lines have been redrawn. These frequent changes in district lines in response to legislative mandates and court orders result in uncertain terms of office for Board members and in rapid turnover on the State Board of Education.

RECOMMENDATION

It is recommended that Chapter 11, Subchapter B, Section 11.21 of the Texas Education Code be amended to provide that the State Board of Education be composed of one member elected from each State Board of Education district as established in the federal case styled Dan Weiser, et al, vs. The State of Texas (Civil Action No. CA-3-5202-D). It is further recommended that Subsections (h) and (i) of Section 11.22 be revised or amended.

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FINANCIAL ASSISTANCE FOR INFORMATION SERVICES

DESIRED CONDITION

All public schools in Texas should build and maintain a computerized data bank containing essential elements of information to serve educational planning, management, evaluation, and accountability needs. Supporting two of the Goals for Public School Education in Texas (Organizational Efficiency and Accountability) this data would be processed by the computer network provided under the State Plan for Computer Services and operated by the regional education service centers. All public schools should have ready equitable access to computer processing of data on students, personnel, and financial resources. Improved methods for delivering computer processing would increase the organizational efficiency and accountability in these districts. Remote-job-entry terminal facilities should be made available to serve the larger school districts and the education service centers which do not now have computers. Essential services should be available equitably and economically to all school districts in the State. Adequate funding should be available to support the instructional programs as well as the administrative services of the schools. Adequate funding should be available to support research and development activities so that services may be available when needed by the districts.

PRESENT CONDITION

Section 11.33 of the Texas Education Code (amended 1973) provides financial assistance for computer services which are made available to public school districts through the regional education service centers. This provision (initially enacted by the Sixty-first Legislature) has the stated purpose of encouraging and financially assisting a planned statewide network or system of computer services to meet current and future public school needs. Authority is vested in the State Board of Education to insure, through rules and regulations, the achievement of these objectives. School districts in all twenty regions now receive computer processing services through eight computers and nine terminals. Education service center personnel in all twenty regions assist school district personnel in using available services.

The currently available funding (from the Foundation School Fund) is based on one dollar per student in average daily attendance during the immediately preceding school year. This arrangement provides a virtually fixed amount of state financial aid from year to year. As the number of participating school districts increases, and as the number of available services increases, the total cost of the program increases. Thus, the percent of total cost funded by the state decreases rapidly, as illustrated here:

Fiscal Year	Percent of Total Cost Funded by State
1970-1971	56%
1971-1972	49%
1972-1973	41%
1973-1974	35%

State and federal information needs are met by a large number of reports from schools. School districts that cannot afford to pay the education service centers for computer services do not have computerized data banks available, and these districts submit their reports to the Texas Education Agency in tabular form. By the time these data are collected, edited, and prepared for entry into the computer data bank, usefulness is reduced. The constraint in the present condition is the lack of funds to provide equitable support of computer services as an incentive to all school districts to maintain computerized data banks which are useful in local management and to facilitate state and federal reporting.

RECOMMENDATION

It is recommended that legislation be enacted to provide, automatically funded within the Foundation School Program, a program of state financial assistance for computer processing to support information services at the state and local levels. This proposed legislation should be in addition to but coordinated with the program of financial assistance for computer services provided under Section 11.33 of the Texas Education Code. This proposed legislation should provide financial support for:

1) Computer processing on a statewide network to provide a computer data bank under the control of and for the use of each public school district;

2) A common core of educational data from which regional and statewide planning, evaluation, and accountability information needs may be served;

3) Data communication services to equalize the availability of computer services;

4) The interface (technical assistance) services provided by the education service centers; and

5) The central administration and development functions.

Implementation should take place over a four year period with funding phased in accordingly.

YEAR-ROUND SCHOOLS, FLEXIBILITY AND PILOTING

DESIRED CONDITION

Individual student attendance for more than 180 days in one scholastic year should be funded to permit piloting of year-round school operation. This would enable pilot districts to provide 12-month instruction at no additional cost to the student or to the district.

There should be no defined quarter length, and decisions to depart from traditional calendar designs and attendance patterns should be left to the schools, subject to approval by the State Board of Education.

PRESENT CONDITION

No state funds are available for operating or piloting programs in which the student is in attendance for more than 180 days in one scholastic year. Chapter 16, Sub-Chapter H-1 of the Texas Education Code provides for piloting three semester programs and provides funding for a maximum of ten programs not to exceed 100,000 pupils based on average daily attendance in the preceding school year. The attendance of eligible students is restricted to two semesters.

Chapter 16, Sub-Chapter G-1 of the Texas Education Code specifies length of term to be three-month quarters, an organizational pattern which may constrict school districts wishing to operate other calendar designs. In addition, the law mandates that all school districts implement the quarter system in school year 1975-76.

RECOMMENDATION

It is recommended that:

1. Chapter 16, Sub-Chapter H-1, of the Texas Education Code, Three Semester Pilot Programs, be amended to provide funding from the Foundation School Program on a pilot basis for student attendance for more than 180 days in a scholastic year for not more than 100,000 average daily attendance.

2. The words, "Three Semester" be deleted from Chapter 16, Sub-Chapter H-1, of the Texas Education Code.

3. Chapter 16, Sub-Chapter G-1, of the Texas Education Code, be amended to allow implementation of calendar designs other than the quarter system, subject to approval of the State Board of Education.

4. Sub-Chapter H-1 be repealed to avoid conflict with the provisions of Sub-Chapter G-1 in the event that Sub-Chapter G-1 is not amended.

QUALIFICATIONS OF PRACTICING PROFESSIONALS

DESIRED CONDITION

The deletion of Section 26(C) of Chapter 11, of the Texas Education Code, would enable the State Board of Education to adopt or promulgate standards and requirements for the qualification of school personnel in keeping with the changing educational needs of the state. Qualifications of practicing professionals would not be considered separate and apart from those expected of students in the preservice preparation programs. The fact that a person holds a given professional position at the time new or higher qualifications are set by the State Board of Education would not exempt such a person from meeting higher qualifications.

PRESENT CONDITION

Section 26(C) of Chapter 11, of the Texas Education Code, states:

> "All rules promulgated by the State Board of Education concerning the qualifications of personnel employed to fill the positions classified by the Central Education Agency shall contain provisions stating that when specifically requested by a local board, persons holding a degree and a permanent teaching certificate, and already employed to fill the positions for which new qualifications are set shall not be disqualified from holding the positions for failure to meet the new qualifications."

The section creates the possibility that a local board may request that a person holding a position classified by the Texas Education Agency be exempted from upgrading his qualifications for holding such a position, should the qualifications be increased or upgraded by the State Board of Education. In effect, then, the action of a local board would take precedence over and supersede the policy set by the State Board of Education and could create conflicting and incompatible roles for the two levels of governance. Actions of a local board might preclude the updating of qualifications of certain personnel, could be

inconsistent with efforts of the State Board of Education to raise standards for the practicing professional, and might prove to be restrictive factors in the improvement of instruction in the public schools.

RECOMMENDATION

It is recommended that Section 26(c), Chapter 11, of the Texas Education Code, be amended to permit school districts to provide qualified personnel for the bilingual education program.

COMMUNITY SCHOOL/COMMUNITY EDUCATION

DESIRED CONDITION

Every neighborhood school has the potential of becoming a community center where a broad range of educational, recreational, and social services and activities can be provided to citizens of all ages. Studies of past and present practices reveal that many communities have taken advantage of this concept utilizing such local, state, and federal resources as might be available, but in varying degrees with a result that public school facilities continue to be under-utilized. Surveys indicate that with legislative direction and matching state funds for program development, administration, and coordination, large numbers of Texas communities are prepared to take advantage of this effective and efficient approach to adult education and community services. With legislative authority to supplement allocations for the administration of local comprehensive adult education programs in those communities where the broader community school concept is desired, it is estimated that this concept can be strengthened or implemented in approximately 100 communities during the next biennium.

PRESENT CONDITION

As recognized in the State Board of Education Position Statement on the Community School Concept, dated April 8, 1972, neighborhood school systems and facilities have an enormous potential for serving as the focal point for a range of activities and services that are critical to adequate provision for the health, education, and welfare needs of citizens of all ages.

Neighborhood school facilities are more commonly available and more convenient than any other public facilities, and can serve both as a point of contact between governmental agencies of all types and the citizenry and as a center of activity for private groups and interests. General purpose government and special purpose agencies have a great need for such outreach to neighborhoods and rural areas, but available revenues and the reluctance to duplicate facilities indicate that potential new land acquisition and construction could meet only a small portion of the need.

Generally public school facilities are presently under-utilized after hours and on weekends. Adult education has taken advantage of this to some degree but considerably greater efficiency and expanded non-educational services can be provided if legislative recognition and support is provided for the broader concept and approach.

RECOMMENDATION

It is recommended that:

1. Chapter 11, Subchapter A, Section 11.18 of the Texas Education Code be amended by adding under Section (a), Item 3 the definition of community education:

   'Community Education' means the concept which involves the people of the community in a program designed to fulfill their educational needs, while promoting more effective use of public education facilities for the purpose of providing recreational, cultural, and other related community services.

2. Section 11.18(b) (3) be amended by adding after the word "programs" the wording "including community education programs;"

3. Section 11.18(e) be amended:

   - by adding a comma after the words "adult education" and striking out the word "and,"
   - by putting a comma after the word "training,"
   - by adding the wording "and pilot programs to demonstrate the effectiveness of the community education concept."